

### Caraterização da Unidade Curricular / Characterisation of the Curricular Unit

<b>Designação da Unidade Curricular / Curricular Unit:</b>	[708520816] Enfermagem de Reabilitação: Fundamentos e Processos		
<b>Plano / Plan:</b>	PLANO CMER - A PARTIR DE 2023/2024		
<b>Curso / Course:</b>	Mestrado em Enfermagem de Reabilitação Rehabilitation Nursing		
<b>Grau / Diploma:</b>	Mestre		
<b>Departamento / Department:</b>	ENFERMAGEM		
<b>Unidade Orgânica / Organic Unit:</b>	ESCOLA SUPERIOR DE SAÚDE DE VISEU		
<b>Área Científica / Scientific Area:</b>	N/D		
<b>Ano Curricular / Curricular Year:</b>	1		
<b>Período / Term:</b>	S2		
<b>ECTS:</b>	9		
<b>Horas de Trabalho / Work Hours:</b>	0225:00		
<b>Horas de Contacto/Contact Hours:</b>			
(T) Teóricas/Theoretical:	0050:00	(TC) Trabalho de Campo/Fieldwork:	0000:00
(TP) Teórico-Práticas/Theoretical-Practical:	0020:00	(OT) Orientação Tutorial/Tutorial Orientation:	0000:00
(P) Práticas/Practical:	0020:00	(E) Estágio/Internship:	0000:00
(PL) Práticas Laboratoriais/Practical Labs:	0000:00	(O) Outras/Others:	0000:00
(S) Seminário/Seminar:	0000:00		

### Docente Responsável / Responsible Teaching

[5054] Susana Marisa Loureiro Pais Batista

### Outros Docentes / Other Teaching

[504183] Paula Cristina Dias Rocha Cavaleiro Saraiva

[606881] Bruno Miguel Delgado

### Learning Outcomes of the Curricular Unit

- Assume the basic principles on which is based rehabilitation nursing;
- Internalize principles of human kinesiology;
- Understanding the importance of the intervention of rehabilitation nursing in the context of the person, family and community;
- Building knowledge to enable the design, planning, and implementation of care in rehabilitation nursing for the person, family, and community;
- Build knowledge centered on therapeutic judgment associated with Rehabilitation Nursing Fundamentals and Processes;
- Understanding rehabilitation as a means of promoting individual health;
- To develop skills (cognitive, interpersonal, and instrumental) promoting the autonomy of the person with specialized care needs rehabilitation nursing

### Syllabus

#### 1. Rehabilitation Nursing: Fundamentals

Specific RN competencies; Quality Standards in RN Specialised Care; Decision-making process in RN; Information Systems in RN (Documentary standard and ontology); Quality indicators sensitive to the Specialized Care in RN; Minimum Data Summary of RN

#### 2. Human Kinesiology

Functional Anatomy

Ergonomics

#### 3. Rehabilitation Nursing: Care Process

Diagnostic judgment: Diagnostic Criteria/Diagnostic Activity; Evaluation scales; International Classification of Functionality; Rehabilitation Nursing Phenomena/Diagnostics

Therapeutic judgment: Nursing interventions within the RN scope: in client satisfaction, health promotion, complications prevention, well-being, self-care and functional re-adaptation, functional re-education, and promotion of social inclusion; Complementary therapies; Resources for rebuilding autonomy: equipment, technical aids/support products, compensation devices.

### **Demonstration of the syllabus coherence with the curricular units' learning objectives**

The curricular unit includes syllabus content that is in line with the objectives outlined for it. The emphasis will be on theoretical principles, techniques, and instruments to support the practice of specialized care. This will provide the conditions for students to recognize the importance of the role of the nurse specializing in RE, whose actions are developed in such a way as to enhance each person's health project. The aim is also to promote intervention skills through the active participation of students in the discussion of the problems of people with rehabilitation needs, their views on them, and the decision-making involved in the action process. Also, the explanation of the questions and challenges posed to students during theoretical teaching, supported by reference literature and guidelines from the Order of Nurses (OE), will promote the foundation of a practice based on the best scientific evidence.

### **Teaching Methodologies (Including evaluation)**

The teaching methodologies are student-centered, to implement an active methodology that encourages discussion, participation, and information-seeking on the part of the students, whose hours of autonomous work will be geared to this purpose. The lectures will use the expository and interactive methods. Theoretical-practical classes include the discussion of case studies. Laboratory practices aim to mobilize and integrate knowledge. The assessment, from 0 to 20 points, complies with the course regulations, and is based on continuous assessment and one assessment moment: individual written test, group or individual work (80%), and laboratory practice (20%). The type of assessment will be presented at the beginning of the course. Passing the course presupposes that the student has obtained a mark of 10 or more. Students who do not pass the course will be assessed by exam.

### **Demonstration of the coherence between the teaching methodologies and the learning outcomes**

The different teaching methodologies implementation aims to ensure the consistency of programmatic content according to the objectives and their relationship with student learning, promoting in them the ability to mobilize and apply knowledge in health practice contexts. In this context, active and participatory methodologies will be adopted, focused on the student's interests. Such methodologies will be expressed in the use of techniques for sharing information, debate, and clarification of opinions, values, attitudes, and skills training techniques in the field of rehabilitation nursing. To ensure this goal, the methodologies to be adopted by the teachers of the UC, will be preferable: in theoretical classes, the method is expository and interactive; in theoretical and practical classes favoured the method of expository, demonstrative, case discussion, research, and viewing movies, and in practical laboratory classes the methodology to be adopted will be the method demonstrative and simulated implementation of procedures by all students.

### **Bibliografia / Bibliography**

- \*Batista, S., & Martins, R. (2021). Suffering-associated factors in chronic disease in hospitalized in Portugal, *Enfermería Clínica*, Volume 31, Issue 3, May-June: 135-147
- Marques-Vieira, Cristina, et al. (2016). Cuidados de enfermagem de reabilitação à pessoa ao longo da vida. Lusodidacta
- Ordem dos Enfermeiros (2015). CORE de Indicadores dos Padrões de Qualidade dos Cuidados de Enf de Reabilitação: OE
- Ribeiro, O. (2021). *Enf de Reabilitação: Conceções e Práticas*. Lidel
- \*Saraiva, P. C., Anunciação, S. M., Pontinha, C. M., Neves, et al. (2020). Ganhos em independência funcional como promotor da qualidade de vida. *Millenium*, 2(ed espec nº5), 225-231. DOI: <https://doi.org/10.29352/mill0205e.24.00297>
- \*Schmidt, C., Santos, M., Bohn, L., Delgado, B. et al. (2020). Equilíbrio Dinâmico e Mobilidade Explicam a Qualidade de Vida na ICFEP, Superando Todos os Outros Componentes da Aptidão Física. *Arq. Bras. Cardiol.* 114 (4): 701-707. <https://doi.org/10.36660/abc.20190080>